Introduction to Special Education in ISEE

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Overview

Special Education

- Assignment codes have been simplified
  - Will be easier to code staff assignments

- Data elements
  - We will go over all definitions to verify understanding

- This information is used for child count and funding purposes.

Special Education

Special Education Assignment Codes

http://www.sde.idaho.gov/tech-services/isee/

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The Assignment Credential Manual is located under ISEE Manuals

Simplified SPED Assignment codes

Special Education-Elementary

This is a new assignment code:

- **00080 Special Education Generalist** (Gr. 1-6) Generalist K/12
  - May be used for elementary pull-outs
  - May be used for elementary Sped teacher helping student on IEP in regular classroom
  - May be used for elementary self-contained
  - 1-6 Sped teacher may have one 00080 assignment for the entire day **or**

You can break out the subject area if SPED teacher is giving instruction and assigning grades

- 00087 Special Education English – Elementary (Gr. 1-6)
- 00088 Special Education World Language – Elementary (Gr. 1-6)
- 00089 Special Education Music – Elementary (Gr. 1-6)
- 00090 Special Education Visual Arts and/or Crafts – Elementary (Gr. 1-6)
- 00091 Special Education Physical Education – Elementary (Gr. K-6)
- 00092 Special Education Exploratory – Elementary (Gr. 1-6)
- 00093 Special Education General Science – Elementary (Gr. 1-6)
- 00094 Special Education Social Studies – Elementary (Gr. 1-6)
- 00095 Special Education Mathematics – Elementary (Gr. 1-6)

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There has been a lot of confusion about elementary assignment codes. **00080 can be used for all 1-6 SPED assignments. Teaching role will be T for all 00080 assignments.**

Simplified SPED Assignment codes

Special Education - Elementary

00080 Special Education Generalist (Gr. 1-6) 7029 Generalist K/12

These definitions have been changed or simplified:

00081 Special Education Kindergarten Instruction (Gr. K) 7029 Generalist K/12, 7083 Early Child

The Special Education teacher provides specially designed instruction to kindergarten students who are eligible for special education services.

00083 Early Childhood Education – Special Education (Gr. PreK) 7083 Early Child

The Early Childhood/Early Childhood Special Education teacher provides case management to students ages three through five who attend an early intervention special education program. (This code is to be used for special education preschool. For migrant education preschool programs, use code 00003)

00070 Supplemental Instruction – Elementary (Gr. K-6) 7010 All subjects K/8, 7028 Gifted, 7029 Generalist, 7083 Early child

Supplemental elementary instruction provided to help children most in need to meet state standards. Can be used for Title I teacher who is supplementing the instruction of an elementary teacher of record, not in place of. (Not intended for special education, see codes 00080, 00081, 00083 as applicable)

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Last year we were told to use 00070 for pull-outs. From now on, that is not to be used for SPED.

SPED Assignment codes

Misused assignment codes

Deleted assignment code:

00084 – Developmental Support – Special Education – elementary (GR 1-6)

Often Misused assignment codes:

00092 Special Education Exploratory – Elementary (Gr. 1-6)
Designed to meet the needs of students with Individual Education Plans (IEPs). Provide instruction for all non-core content. (i.e. journalism, publication production, engineering, guitar, culture/language awareness, etc.)

72206 Life Skills (Gr. 6-8) **(THIS IS NOT A SPECIAL EDUCATION ASSIGNMENT CODE)**
22206 Life Skills (Gr. 9-12) **(THIS IS NOT A SPECIAL EDUCATION ASSIGNMENT CODE)**
Life Skills courses provide students with information about a wide range of subjects to assist them in becoming wise consumers and productive adults. These courses often emphasize such topics as goal-setting, decision-making, and setting priorities; money and time management; relationships; and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to these classes. In addition, specific topics such as insurance, taxation, and consumer protection may also be covered.
7010 All Subjects K/8, 7971 Family Consumer Science

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00092 should be used for non-core content, if you are breaking out all the elementary sped assignments. Please look at the definition of the assignment, not just the name.

SPED Assignment codes

Special Education - Secondary

73006 Support - Special Education (Gr. 6-8)
23006 Support - Special Education (Gr. 9-12)
The Special Education teacher provides specially designed instruction to students who are eligible for special education services. This code should be used for all supplemental services and or to facilitate the instruction provided by a teacher of record. This code is not intended to be used when the special education teacher is the only teacher of record for the student's core content.

73007 Self-Contained – Special Education (Gr. 6-8)
23007 Self-Contained – Special Education (Gr. 9-12)
The Special Education teacher provides specially designed instruction in core content subjects to students assessed against *alternate content standards*. May be used for teachers providing instruction in a self-contained classroom.

22996 Professional Technical Instruction – Special Education (Gr. 9-12)

Designed to meet the needs of students with Individual Education Plans (IEPs), Course provides students with work experience in a filed related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. **Use this code for all PTE funded Special Education courses.**

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73006/23006 may be used for pull-out or the teacher might assist the student in the classroom with a teacher of record or students may go to the resource room for help with different subjects that have another teacher of record…study skills.

If you have a SPED teacher teaching a generic study skills class to Sped students (not a sped assignment code) it may skew the information if someone is pulling information for Sped teachers.

SPED Assignment codes

Special Education - Secondary

Designed to meet the needs of students with Individual Education Plans (IEPs), Special Education courses address topics related to the subject, but in a manner or extent that differs substantially from other courses as described.

51982 English – Special Ed (Gr. 6-8)	01982 English – Special Ed (Gr. 9-12)
51983 Literacy – Special Ed (Gr. 6-8)	01983 Literacy – Special Ed (Gr. 9-12)
52046 Mathematics – Special Ed (Gr. 6-8)	02046 Mathematics – Special Ed (Gr. 9-12)
54981 Government – Special Ed (Gr. 6-8)	04981 Government – Special Ed (Gr. 9-12)
54982 Economics – Special Ed (Gr. 6-8)	04982 Economics – Special Ed (Gr. 9-12)
54983 Geography – Special Ed (Gr. 6-8)	04983 Geography – Special Ed (Gr. 9-12)
54984 History – Special Ed (Gr. 6-8)	04984 History – Special Ed (Gr. 9-12)
55146 Music – Special Ed (Gr. 6-8)	05146 Music – Special Ed (Gr. 9-12)
55296 Fine/Perf Arts – Special Ed (Gr. 6-8)	05296 Fine/Perf Arts – Special Ed (Gr. 9-12)
56996 World Language – Special Ed (Gr. 6-8)	06996 World Language – Special Ed (Gr. 9-12)
58046 Physical Ed –Special Ed (Gr. 6-8)	08046 Physical Ed – Special Ed (Gr. 9-12)
58096 Health Ed – Special Ed (Gr. 6-8)	08096 Health Ed – Special Ed (Gr. 9-12)

These all only require a 7029 Generalist K/12 endorsement

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If you want to break out all your subjects for your special education students, you would use these assignment codes.

SPED Assignment codes

Special Education - Secondary

73008 Visual Impaired Instruction – Special Education (Gr. 6-8)
23008 Visual Impaired Instruction – Special Education (Gr. 9-12)
  Communication Skills – Activities concerned with learning and using speaking, listening, written, and visual language for interrelating with others in the environment for the visually challenged student

73009 Hearing Impaired Instruction – Special Education (Gr. 6-8)
23009 Hearing Impaired Instruction – Special Education (Gr. 9-12)
  Communication Skills – Activities concerned with learning and using speaking, listening, written, and visual language for interrelating with others in the environment for the hearing impaired student.

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These require 7035 Visually Impaired k/12 and 7030 Hearing Impaired endorsements

Supplemental Instruction

May use Title 1 funds

00070 **Supplemental Instruction** – **Elementary (Gr. K-6)** 7010 All subjects k/8, 7028 GT, 7029 Generalist, 7083 Early Childhood, 7030 Hearing Impaired, 7035 Visually Impaired, 7038 Bilingual k/12

Supplemental elementary instruction provided to help children most in need to meet state standards. Can be used for Title I teacher who is supplementing the instruction of an elementary teacher of record, not in place of. (Not intended for special education, see codes 00080, 00081, 00083 as applicable)

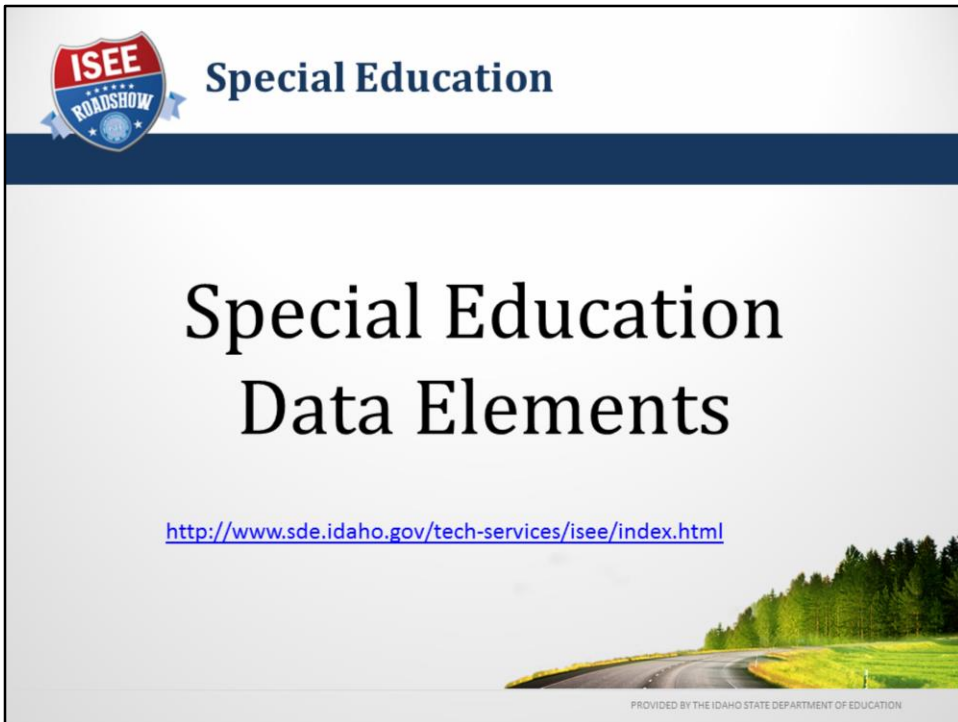51047 **Supplemental Instruction** – **Secondary (Gr. 6-8)** 7010 All subjects K/8

01047 **Supplemental Instruction** – **Secondary (Gr. 9-12)** Valid Idaho Secondary Certificate

Supplemental secondary instruction may use Title I funds to help children most in need to meet state standards. (Facilitation in conjunction with content teacher of record)

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00070 is only to be used to supplement the instruction of the teacher of record. It is not intended for SPED teacher who supplements teacher of record. It is not intended to replace 00009 or 00010. It is to allow districts to use a teacher to supplement the teacher of record instruction not replace it. A teacher with a special skill may help supplement the instruction of the teacher of record.

All the specifics about these data elements are in the V7 Items and option sets spreadsheet.

2016-2017 Data elements

Special Education

- Idaho State Student ID – **IDStuID**
  - The student's assigned unique Idaho identification number. (EDUID)
- Resident School ID – **resSchoolID**
  - This is the SDE assigned school code in the Idaho Education Directory for the school where the student lives, the school responsible for the student's education according to IDEA
- Service School ID – **servSchoolId**
  - This is the SDE assigned school code in the Idaho Education Directory for the school where the student receives their education, i.e. where they are served.
- Exceptionality 1 – **exceptionality1**
  - The primary exceptionality of the student

2016-2017 Data Elements

Special Education

- Environment – **environment**
  - The environment within which the student receives their education
  - Prior to 6th birthday use codes 44-52
  - After 6th birthday use codes 01-21
- Minutes Per Week – **minPerWeek**
  - The number of minutes per week the student receives direct special education services or that service providers consult on this student
    - Only required for eligible PK students, whole number (0-3000)
- Early Childhood Transition Date – has been removed
- Early childhood Referred by DHW – **ECReferredDhw**
  - Was the child referred by Dept of Health and Welfare Infant and Toddler Program – EC grade level gone this year
- EC Eligibility Decision Timeliness – **ECDecTim**
  - Was the eligibility decision made **prior to the child's third birthday**
    - If this is not a DHW referal, this should be **blank** not N

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Please be aware that early childhood environment is associated with the student's age, not their grade level. Students need an early childhood environment code until their 6th birthday. Many kindergarteners will have early childhood assignment codes (44-52). Once they turn 6 the environment will need to be changed. (01-21) Minutes per week are only required for PK students. **Rule R106039:** Missing field (minPerWeek) for Student Tested and Eligible for Special Education. May be 0 or blank for ineligible.

2016-2017 Data elements

Special Education

- Eligibility Determination was late – **ECDecLate**
  - If the Eligibility of IEP occurred after the child's third birthday, how many days late.
- Eligibility Determination late reason – **ECLateRea**
  - If Eligibility of IEP was late, reason for delay
  - M   Medical   Medical issues caused delays
  - MV   Moved   Child moved out of district during the process
  - O   Other   Other reason for delay - MUST PROVIDE EXPLANATION
  - P   Parental Parent refusal to provide consent or unable to contact parent
- Late Reason of other explanation – **ECLROther**
  - If Eligibility of IEP was late, and reason was other, explain

If EC Eligibility Decision Timeliness is N, then these three fields will be required.

2016-2017 Data Elements

Special Education

- Initial Determination Date - **IDSpedDate**
  - The date the student was first identified for determination of special education services; date of the first eligibility meeting, whether eligible or not.
- Program Entry Date – **SEEntryDate**
  - The date the student first received special education services during the current school year within the enrolled District.
- Active IEP Date – **IEPDate**
  - The date the student's current IEP became active
- Initial Consent Date – **consentDate**
  - The date the LEA received the parents written (signed) consent for initial assessment and eligibility determination. This starts the clock for the 60 day timeline. This is only required if the IDSpedDate is in the current fiscal year.

The ID in IDSpedDate stands for Initial Determination, not Idaho
This is a static date. It should not change, across districts and across school years
Rule R106930: (now 107930) IDSpedDate after IEPDate will now be a hard error.
Initial determination date cannot be after the IEP date.

2016-2017 Data Elements

Special Education

- 60-timeline compliant – **60DTline**
  - A flag indicating if the determination for special education was completed in 60 days. Only required if IDSpedDate is within the current fiscal School Year.

- Days late – **DaysLate**
  - If determination was not completed within the required 60 day timeline, indicate the number of days late

- Late Determination Reason – **LDRea**
  - AA   Additional Assesment(s) needed
  - EM   Extended Medical Issues
  - SD   Scheduling Difficulties
  - SE   State Exception Rule
  - SM   Student moved into district with written extension request
  - ST   Staffing Issues

2016-2017 Data Elements

Special Education

5-day exclusion rule

- The time between receiving written consent for initial assessment and eligibility determination cannot exceed sixty (60) calendar days, excluding periods when regular school is not is session for five (5) or more consecutive school days

- If late due to state exception rule – **EXRule**
  - Explanation for choosing "SE" as the reason determination was late
  - AN   Acts of Nature   School closure such as a fire, flood, snow or other inclement weather
  - HB   Holiday Break   Thanksgiving, Winter Break
  - OB   Other School Break   A break such as harvest break, hunting, etc
  - SB   Spring Break   Spring Break period
  - SM   Summer Break   Summer Break period

- Sped Eligibility – **SpedEligible**
  - A flag indicating if the child was found eligible for special education services based on the most recent evaluation decision.
  - N Not Eligible
  - U Undetermined
  - E Eligible

2016-2017 Data Elements

Special Education

- Undetermined Reason – **UndetRea**
  - MO   Moved out of district   Student moved out of the district prior to a determination being made
  - SD   Student is deceased   Student died prior to a determination being made
  - WD   Withdrawn by Parent   Parent withdrew permission

- Special Ed Status – **SEStatus**
  - A   Active
  - I   Inactive
  - T   Tested-Inelegible (SEStatus Only)

- Special Ed Exit Date – **SEExitDate**
  - The date the student left special education services for the current school year.

2016-2017 Data Elements

Special Education

- Special Ed Exit Reason – **SEExitReason**
  - If the student left special education services, the reason that they exited. (includes leaving for summer)
  - 01   Graduate - Met Regular Requirements
  - 02   Graduate - Met Reduced Requirements
  - 03   Certificate of Completion/Attendance
  - 04   Reached Maximum Age
  - 05   Dropped Out
  - 06   Transfer to Another Education Environment
  - 07   No Longer Eligible for Program
  - 08   Deceased
  - 12   Summer Break

- Case Manager Idaho Staff ID – **caseManager**
  - The Case Manager's unique Idaho Staff Identification Number. (i.e.. Sped Director, Special Education Teacher, etc.) Report the Sped Director in the case where staff is contracted.

2016-2017 Data Elements

End of year

All students should be exited from Sped and Gifted file at year end
No records should be left open without an exit date and reason
For students who have not been exited from Special Ed it should look like this:

Special Ed Student file:

SpedEligible	E - Eligible
UndetRea	
SEStatus	I - Inactive
SEExitDate	6/2/2016 (Should be less than or equal to the District Exit Date)
SEExitReason	12 - Summer Break

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This applies to gifted students as well.

Services refused

Special Education

Fields required if the child is found eligible and parents refused services:

- **IDStuId, resSchoolID, servSchoolID**
- **IDSpedDate**
- **ConsentDate** – if IDSpedDate is in the current fiscal year
  - **60Dtline** – if consentDate is in the current school year Y/N
- **SpedEligible** – E- Eligible
- **SEStatus** – I – Inactive
- **SEExitDate**
- **SEExitReason** - 07
- **CaseManager**
- **Notes** – state that parent revoked consent
- **SpecialEd on Student Demographic file** - N

Early Childhood Referred by DHW

Special Education

- Only used for student referred from Infant Toddler Program of the Department of Health and Welfare (Part C) to IDEA Part B
- LEA must report all students referred
- There is no EC grade level
- Both kids referred by DHW and brought in by parents will have PK grade level
  - (if they are under regular school age for KG)
- ECReferredDHW field will identify referred PK kids from those who are walk-ins

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Students under the age of 3, who are referred by [DHW] to an [LEA] must be reported by the [LEA] to the State for Special Education Child Count purposes. H&W will notify the LEA (school) and the school has to gather parent consent for testing, assessment and evaluation, determination all prior to the students 3rd birthday, in order to properly transition that child from DHW into the LEA. If the student is found to be NOT eligible during this process, then the LEA still needs to provide that data to show they obtained consent, performed the assessment/evaluation and determination.

Child Count Source

- Idaho Child count is as of November 1

- Derived from the November ISEE upload

- Student must be *enrolled* in the Local Education Agency (LEA)

- Student must have a current eligibility

- Student must have a current IEP

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Sped directors will have a chance to verify and correct data. The information taken from the Nov upload is put on a secure server by mid-December and districts have until February 17, 2017 to make corrections and certify that your data is accurate. If information is not correct, you may lose funding. If environment codes are not accurate, those students will not be included in your child count

Rule R106762: Invalid Early childhood environment code for student age 3-5
Rule R106763: Invalid Special Ed environment code for student age 6-21

Child Find (60-day timeline)

Special Education

- LEA must report ALL students – ages 3-21
  - Referred for the initial evaluation,
  - Received written consent for evaluation
  - Regardless of determination status

- Fiscal Year (FY) reporting (July 1 to June 30)
  - and submitted in normal ISEE upload

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The time between receiving written consent for initial assessment and eligibility determination cannot exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days. The time between eligibility determination and the development of the IEP cannot exceed thirty (30) calendar days. The implementation of the IEP shall not exceed thirty (30) calendar days from the eligibility determination, unless all parties agree to an extension. Children age 3 between July 1 to June 30 referred by Infant Toddler Program (ITP) through Health and Welfare, transitioning from Part C, will be part of the Early Childhood Transition report. Children age 3 between July 1 to June 30 referred by other means will be included as part of the Child Find / 60-day report.

DHW/PK Tested and ineligible Demo file

Special Education

- **Only need limited student demographic data**
    - IDStuId
    - lastName, firstName, middleName,
    - birthdate
    - gender
    - baseSchoolid
    - Gradelevel = PK
    - specialEd = N
    - District and school entry and exit = blank

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These students are not enrolled in your school, but they do need to be reported for their Sped data. These are the fields you need to have to report them.

DHW Tested and ineligible Sped file

Special Education File

- These are the fields required for tested and ineligible from DHW

  - IDStuId, resSchoolID, servSchoolID
  - **ECReferredDhw** - Was child referred by Department of Health and Welfare, Infant Toddler Program? Y
  - **ECDecTim** - Was the eligibility decision made prior to the child's third birthday? Y if N then:
    - ECDecLate - If the Eligibility of IEP occurred after the child's third birthday, how many days late.
    - ECLateRea - If Eligibility of IEP was late, reason for delay
    - ECLROther - If Eligibility of IEP determination was late, and reason was other, explain
  - **IDSpedDate** – date of initial determination
  - **ConsentDate** – if in the current fiscal year
  - **SpedEligible** – N-Not Eligible
  - **SEStatus** – T-Tested-ineligible
  - **CaseManager** – report Sped Director when staff is contracted

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IDSpedDate is required whether eligible or not

DHW Tested and ineligible Sped file

Special Education

- These are the fields required for tested and ineligible from DHW

idStuId	EDUID
resSchoolId	School of residence
servSchoolId	School of service (would be)
exceptionality1	
environment	
minPerWeek	
ECReferredDhw	Y or N
ECDecTim	Y or N (by 3rd birthday)
ECDecLate	Required if not by 3rd B/D
ECLateRea	Required if late
ECLROther	Required if Other
IDSpedDate	Date of determination
SEEntryDate	
IEPDate	
consentDate	Date of received consent
60DTine	
DaysLate	
LDRea	
ExRule	
SpedEligible	Determination results N - Not Eligible/E/U
UndetRea	Required if undetermined
SEStatus	T - Tested Ineligible (or A or I)
SEExitDate	
SEExitReason	
caseManager	Sped Case Manager
notes	

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In case you would rather look at the fields this way.

Non-DHW Tested and ineligible Sped file

Special Education

- <u>**Required fields for PK parent referral (walk-in)**</u>

  - IDStuId, resSchoolID, servSchoolID
  - **ECReferredDhw** - Was child referred by Department of Health and Welfare, Infant Toddler Program? N if PK, blank if K-12
  - **IDSpedDate**
  - **consentDate**
  - **60dTline Y/N (only required if IDSpedDate is in current year) if N:**
    - **DaysLate**
    - **LDRea** – Reason determination was late
    - **ExRule** - Explanation for choosing "SE" as the reason determination was late
  - **SpedEligible** – N-Not Eligible
  - **SEStatus** – T-Tested-ineligible
  - **CaseManager** – report Sped Director when staff is contracted

Non-DHW Tested and ineligible Sped file

Special Education

- **Required fields for tested and found ineligible**

idStuId	EDUID	
resSchoolId	School of residence	
servSchoolId	School of service (would be)	
exceptionality1		
environment		
minPerWeek		
ECReferredDhw	N - No	Y/N - Required when student gradeLevel – PK
ECDecTim		Only required when gradeLevel – PK and ECReferred = Y (else, leave blank)
ECDecLate		Only required when ECDecTim = N (else, leave blank)
ECLateRea		Only required when ECDecLate <> blank (else, leave blank)
ECLROther		Only required when ECLateRea = O-Other (else, leave blank)
IDSpedDate	Date of "initial" determination	Required for all Sped Records. Date of first determination whether eligible or not.
SEEntryDate		Only required when student found eligible and enrolled (else, leave blank)
IEPDate		Only required when student found eligible and enrolled (else, leave blank)
consentDate	Date LEA Received Consent	Required for all Sped Records. Date LEA received parental consent.
60DTime	Y/N Completed by 60 Days?	Required if ECReferredDhw = N and consentDate in current school year. Y/N
DaysLate	Number of days late	Required if 60DTime = N, (else, leave blank)
LDRea	Option Set	Required if DaysLate <> blank (else, leave blank)
ExRule	Option Set	Required if LDRea = SE, (else, leave blank)
SpedEligible	N-Not Eligible	Required for all Sped Records; determination results N/E/U
UndetRea	Option Set	Required if SpedEligible = U-Undetermined
SEStatus	T-Tested Ineligible	Required for all Sped Records. Active, Inactive, Tested Ineligible
SEExitDate	Date left services (current SY)	Only required when student found eligible and leaving enrollment (else, leave blank)
SEExitReason	Reason left services (current SY)	Only required when student found eligible and leaving enrollment (else, leave blank)
caseManager	Sped Case Manager	
notes		Optional

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Yellow Highlight/Green Text – Required
Non-highlighted/Green text - Conditional

Rules to check

Special Education

Rule R106940: Active Sped enrollment after 'District Exit Date' - now an error

Rule R106930: IDSpedDate after IEPDate – now an error

Rule R106910: SEEntryDate before entry into district

Rule R106763: Invalid Special Ed environment code for student age 6-21

When 'environment' is not blank, Special Education students age 6-21 as of 5/6/2016 should have a 6-21 year-old special ed 'environment' -- codes 01 to 21. This student's age is 6 years (birthDate 11/25/2009).

Rule R106762: Invalid Early childhood environment code for student age 3-5

When 'environment' is not blank, Special Education students age 3-5 as of 5/6/2016 should have an early childhood special ed 'environment' -- codes 44 to 52. This student's age is 5 years (birthDate 12/1/2010).

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You will not receive Child count funding if the environment codes are not correct based on the student's age as of Nov 1st.

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